

Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At Risk, Introduction

Title I, Part D, Subpart 2
What's It All About?



Accelerating Student Achievement

- ◆ Using the School Improvement Process
- ◆ Working in Partnerships
- ◆ Maximizing allowable use of supplementary resources



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Materials on MDE Website

- ◆ Go to: www.michigan.gov/ofs
Look under **Programs** for
Title I, Part D, Subpart 2
 - Formal Agreement/Application for Funding
 - Legislation
 - Non-Regulatory Guidance

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I. Children Eligible for Services

Delinquent:

Children who reside in a public or private residential facility that is operated primarily for the care of children (up to the age of 21) who have been adjudicated as delinquent or in need of supervision. This may include locally-operated correctional facilities

I. Children Eligible for Services

Neglected:

Children who reside in a public or private residential facility, *other than a foster home*, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law due to abandonment, neglect or death of their parents or guardians (funded under Title I, Part A)

II. Reporting These Children

- ◆ Children are reported using the Annual Survey Form (from October 1 through October 30)
- ◆ The count tabulates the number of children age 5-17 who lived in a qualifying institution for at least one day during the 30 consecutive day counting window of which one day must be in October

II. Reporting These Children

- ◆ Counts collected by MDE are submitted by January 15th to the United States Department of Education (USED)
- ◆ These counts are used to generate Michigan's Title I, Part D allocation

III. Subpart 2 Program Purpose

Section 1421 of the
Elementary and Secondary
Education Act/*No Child Left Behind
Act of 2001* (ESEA/NCLB) titled:

Prevention & Intervention
Programs for Children & Youth

III. Subpart 2 Program Purpose

“(1) to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;

III. Subpart 2 Program Purpose

“(2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and

III. Subpart 2 Program Purpose

“(3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth

IV. MDE Program Expectations

- ◆ Supplement State-required basic educational programs
- ◆ Needs assessment (see Formal Agreement and Application for Funding)
- ◆ Transition process (where feasible)
- ◆ School Improvement Plan
- ◆ Pre- and Post-Testing to monitor student academic progress

IV. MDE Program Expectations

- ◆ Maintain a Formal Agreement
- ◆ Maintain administrative oversight
- ◆ Implement dropout prevention services by program provider
- ◆ Staff members paid with Subpart 2 funds must be qualified
- ◆ Evaluate the program

V. Title I, Part D, Subpart 2

Fiscal Principles

- ◆ Intent and Purpose
- ◆ Based on the Local Needs Assessment
- ◆ Allowable (Allocable)
- ◆ Supplement, not Supplant
- ◆ Reasonable and Necessary

VI. Legislative Requirements

- ◆ The law requires that each Subpart 2 facility and/or fiscal agent/provider have on file:
 - A Formal Agreement between the facility and the fiscal agent and/or provider that fulfills the required components of a formal agreement as noted in the law
 - An Application that fulfills the required components, as noted in the law
 - An **evaluation of programs and services** at least once every 3 years

Legislative Requirement: Formal Agreement

- ◆ What are the essential components of a Formal Agreement?
 - *Addressing the Title I, Part D, requirements* (e.g., specifying services provided, staff requirements, and Annual Count requirements; delineating who will assess children and youth; explaining reporting and evaluation requirements)
 - *Addressing administrative requirements* (e.g., fiscal controls, hiring practices)

Legislative Requirement: Formal Agreement

- ◆ *Addressing materials and equipment requirements* (e.g., how materials would be transferred if no longer used by the program)
- ◆ Formal Agreements will be renewed annually to ensure that facilities are up to date with licensing and the agreement reflects the appropriate scope of work

Legislative Requirement: Formal Agreement

In accordance with the law, the Formal Agreement required by MDE must include the following components:

Formal Agreement

- ◆ *Applicant LEA (Fiscal Agent) and Service Provider*
- ◆ *Facility information and Titles of Staff*
- ◆ *Services to be Provided*
 - Activities to be funded
 - How the services will supplement (and not supplant) regularly-funded educational activities
 - Program description should coincide with the applicant LEA's (Fiscal Agent) Title I, Part D school improvement plan and budget detail in their Title I, N & D Application

Formal Agreement

- ◆ *Characteristics of Students to be Served*
- ◆ *Grant Award, Indirect Cost Rate, Carryover*
- ◆ *Documentation of Program Evaluation*
- ◆ *Documentation of Student Evaluation*
- ◆ *Addressing Materials, Equipment and Funding Requirements*
- ◆ *Authorized Signatures*

Evaluation Component

Include multiple and appropriate measures of student progress

- ◆ The Program evaluation process and reports shall
 - Assess academic and non-academic services
 - Be conducted at least once every three years
- ◆ The Student evaluation process shall
 - Include pre- and post-test results
 - Be continuous and ongoing
- ◆ Include procedures, schedule, instruments, measures and evaluation tools

Formal Agreement Evaluation Component

- ◆ The program evaluation requirements should verify Title I, Part D's impact on the ability of eligible program participants to:
 - Maintain and improve educational achievement
 - Accrue school credits that meet State requirements for grade promotion and secondary school graduation

Formal Agreement Evaluation Component, cont.

- Make the transition to a regular program or other education program operated by an LEA
- Complete secondary school (or secondary equivalency requirements)
- Obtain employment after leaving the facility and, as appropriate, participate in postsecondary education or job training

Formal Agreement Evaluation Component

- ◆ There should be evidence that the LEA uses the results of evaluations to plan and improve subsequent supplemental instructional programs and services

The Application

In accordance with the law (Section 1423) each educational agency desiring assistance under this subpart must submit an application to the State Educational Agency that shall include the following fifteen (15) components:

The Application

4. A description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth

VII. Use of Funds

Funds provided to the LEA (Fiscal Agent) under this subpart **may be** used, as appropriate, for –

(1) Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education

VII. Use of Funds

(2) Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members

VII. Use of Funds

(3) The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education

VII. Use of Funds

(4) Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education

(5) Programs providing mentoring and peer mediation

VII. Use of Funds

- ◆ To summarize – The uses of funds must align with:
 - The 5 allowable uses of funds in Section 1424 of the law,
 - The LEA (Fiscal Agent) or facility needs assessment,
 - The LEA Planning Cycle Application (LEA/Fiscal Agent is required to submit)
 - The intent and purpose of Title I, Part D, Subpart 2 under Section 1421

For Further Information Contact

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